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ABSTRACT

The activities of four vocational education planning district (VEPD) centers in Pennsylvania (Temple University, Indiana University of Pennsylvania; The University of Pittsburgh, and Pennsylvania State University) are evaluated in this report. Following an introduction to the evaluation project, the report consists of five sections: a summary of the four centers and an individual report on each. The summary outlines the structures, funding levels, funded activities, uniqueness, special problems, and the general progress of the center. Each report consists of a short narrative followed by parallel format information sheets for each funded activity for the center. The information sheets contain several items of information. Included at the top of each report form is the name of the institution, activity being studied, the identifying number, the amount of funding, and the approximate percentage of full funding for the activity. The bottom section of each sheet, arranged in three columns, presents the following information: (1) the common center objectives provided by the Pennsylvania Department of Education and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements and comments made by the evaluator regarding progress toward achieving the objectives of the activity. (JH)

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Final Report

EVALUATION OF CERTAIN ASPECTS OF VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS

Project Contract No. 83-8807

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June 30, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Pennsylvania Department of Education
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ABSTRACT

Contract No: 83-8807

School Unit: 3-00-00-062-0: Evaluation of Certain Aspects of Vocational Education Personnel Development Centers

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The purpose of the project was to obtain a process and product evaluation of the funded activities of the four VEPD Centers (at Temple University, Indiana University of Pennsylvania, The University of Pittsburgh, and the Pennsylvania State University).

Objectives

1. Ascertain the achievement of objectives.
2. Identify strengths and weaknesses.
3. Make recommendations for improvement.
4. Identify successful objectives for adoption or continuation.
5. Review and analyze the appropriateness and adequacy of the needs assessment techniques used by each VEPDC.
6. Provide interim and final reports including individual reports on each Center and a summary for all four Centers.

Outcomes

The activities of the project were accomplished through four staff visits to each Center, extensive document review, staff interviews, and telephone contact with clients of the VEPD Centers. (A total of 21 tasks identified in the report). Specific outcomes include:

1. The finding that all four Centers are substantially in compliance with PDE objectives and their approved Center plans.
2. Verification of client satisfaction with the development of the advisory council component.
3. The finding that the Centers must develop their own needs assessment techniques rather than rely completely on the VEMIS.
4. Interim and final reports detailing the operation of the Centers, their achievement of objectives, and recommendations.

Audience

The PDE, the Centers, and those interested in the outcome of the Center Approach to Vocational Education Professional Development Centers.

Publications

Interim and Final Reports.

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BACKGROUND AND INTRODUCTION

The Appalachia Educational Laboratory (AEL) is pleased to submit this Final Report on Evaluation of Certain Aspects of Vocational Education Personnel Development Centers to the Research Coordinating Unit (RCU) for Vocational Education of the Pennsylvania Department of Education (PDE). This report, submitted as of June 30, 1979, covers the activities of the four VEPD Centers for the period from July 1978 through the dates of the fourth and final visit to each center--ranging from January 24 through June 10, 1979.

Background

In June 1978, the RCU issued a request for proposals for activity under the title underlined above. The RFP included the history of the decision by PDE to fund vocational education personnel development through VEPDC's, established a rationale for this decision, identified the four centers so funded, and established as a basis for the evaluation that "It is not expected that all centers will immediately accomplish all the objectives. It is expected that a systematic method for selecting objectives and planning a program of activities, including allocation of resources to accomplish those objectives, will begin immediately."

The RFP suggested two minimum requirements for completing the evaluation activity: "(1) Conduct a process and product evaluation of each VEPDC's objectives. . . (to) . . . ascertain the extent of achievement of objectives, identify strengths and weaknesses and make recommendations for improvement; second, identify successful objectives for adoption or continuation; and third, prepare an individual report for each center and a summary report for all four centers; and (2) Review and analyze the appropriateness and adequacy of the needs assessment techniques used by each VEPDC."

In its response, AEL proposed to: (1) systematically assess the extent of achievement of objectives, (2) identify strengths and weaknesses, (3) provide formative evaluation data and recommendations to the centers, (4) identify successful objectives for adoption or continuation, (5) review and analyze the appropriateness of needs assessment techniques used by each VEPDC, (6) review the VEMIS in relation to the planning data needed by each VEPDC (including analysis of constraints on VEMIS data), and (7) prepare mid-year and final summative reports to PDE and appropriate occasional formative information to each VEPDC.

AEL was awarded the contract based on its proposal, which was incorporated by reference, as presented, into the contract document. This final report is the second of the two deliverables under the contract.

Contractor Activities in Preparing this Report

The contract was finalized between AEL and the RCU as of July 1, 1978. The first formal activity under the contract was a meeting in Harrisburg on July 7, involving the VEPDC monitor, the RCU contract monitor, and the AEL project director. The project activities from that date through June 1979 are listed below.

Activity	Date(s)
1. Harrisburg Meeting (Swatt, Lewis, Ryan)	7/78
2. Review and Analysis of Center Proposals and other documents provided	7/78-9/78
3. Presentation of evaluation plans to VEPDC Center directors and PDE personnel	9/78
4. Review and Analysis of VEMIS and additional documentation	9/78-10/78
5. AEL Staff Meeting (Ryan, Rapp, Welsh)	10/78

Activity	Date(s)
6. First Round of Site Visits	10/78
7. Draft Reports--First Site Visits	10/78-11/78
8. Review and Reanalysis of VEPDC Communications	11/78-12/78
9. Refinement of Data Collection Instruments	12/78-1/79
10. First Two Second-Round Site Visits	1/79
11. Harrisburg Staff Meeting (Swatt, Lewis, Ryan, Rapp, Welsh)	1/79
12. Last Two Second-Round Site Visits	2/79
13. Report Preparation	2/79
14. Report Mailed	2/79
15. Oral Presentation of Mid-year Report	3/79
16. Development of Advisory Council Data Collection Instrument	3/79-4/79
17. Third-Round Site Visits	4/79
18. Administration of Advisory Council Instrument	5/79-6/79
19. Fourth-Round Site Visits	5/79-6/79
20. Final Report Preparation	6/79-7/79
21. Final Report Mailed	7/79

Introduction to the Body of the Report

The remainder of this final report consists of six sections: a summary of the four centers, an individual report on each center, and a statement of the outcomes of the field data collection on the use of Advisory Councils by the Centers. The summary will outline the structures, funding levels, funded activities, uniqueness, special problems (both in center operations and in evaluating them), and general progress of the centers. Each individual report

will consist of a short summary narrative followed by parallel-format information sheets for each funded activity of the center.

The information sheets are derived from the data-collection instruments developed for this study, and contain several items of pertinent information. At the top of each--in addition to the name of the institution, the activity being studied, and the identifying number--the amount of funding and the approximate percentage of "full funding" for the activity have been included. This has been done in the realization that, although the center objectives are expressed in absolute terms, the size and percentage figures give contextual clues as to relative importance (both across institutions for an activity and within institutions when compared to other activity levels) and reasonable anticipated progress toward the objectives.

The bottom section of each sheet contains parallel columns listing (1) the common center objectives provided by PDE and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements by the evaluators regarding progress toward achieving the objective of the activity, with comments as deemed appropriate. This format was seen by the AEL staff as the fairest way to present descriptive information and progress assessments, since the centers (1) were not all funded for all components, (2) were funded in substantially different amounts for some components, (3) approach the accomplishment of some activities differently from each other, and (4) address some components in substantively different ways (and in much different levels of detail) in their proposals. Additionally, there are indications that the proposed activities have been subject to extensive negotiations, although it has been emphasized that these have not affected the obligation of the centers to meet the PDE objectives. Nonetheless, the combinations of factors related to unique center operations

have rendered single-standard evaluation virtually impossible and probably inappropriate. Therefore, the descriptive progress assessments and comments have been placed in the most complete possible context, in order that the reader may make informed judgments as to center progress at this early stage of development.

At the request of the PDE, AEL agreed to collect, analyze, and report field data related to the use of advisory councils by the Centers. The results of this activity are described in the last section of this report, which follows the individual reports on each Center.

THE FOUR CENTERS

The four VEPD Centers are located at Temple University, Indiana University of Pennsylvania, The University of Pittsburgh, and the Pennsylvania State University. There are fourteen possible fundable activities, all of which are funded at one or more Centers but only one of which is funded at all four. Total Center funding is $1,354,546 ($535,879 at Temple, $109,736 at Indiana, $209,528 at Pittsburgh, and $499,403 at Penn State) of which $532,348 (approximately 40%) supports the largest components--Field-Based, Competency- Based Teacher Education, and Leadership Development. The next largest expenditure category is Outreach Courses ($304,162 or approximately one-fourth of the total). The other activities of significant size are Tuition Differential Supplements ($167,750) and Center Coordination ($120,849). Temple is funded for eight activities, Indiana for five, Pittsburgh for seven, and Penn State for nine (in each case combining two kinds of outreach courses into one funding category).

Each of the Centers is unique in respect to center operations--in its institutional history, in its structure, in the centers' institutional relationship, or in its approach to the center activities. Some are unique in more than one of these areas, and some of these areas undoubtedly affect institutional commitment to the Center concept.

Temple University has a five-year history in Field-Based, Competency-Based, Vocational Teacher Education and Leadership Development, using materials adopted (and adapted) from those originally developed at CVTE Ohio State (in part by a current Temple staff member). The Center operates within the University structure, but with what appears to be sufficient autonomy to enable it to function as a unit. Commitment to the Center concept is high within the Center leadership, and the University--from all current indicators--shares this commitment.

Indiana University has the "newest" and smallest Center operation. It is the newest in the sense that its Center staff was assembled specifically for its current purpose (with no carryover staff or activities). The staff members have come directly from two of the other institutions, bringing specific expertise in the Western Pennsylvania service area and in competency-based education respectively. The Center operates essentially outside the University structure--with the director reporting directly to a senior University administrator. Commitment to the Center concept is understandably high, and the structure/institutional relationship seems ideal for unified and efficient Center operation--although the IU Center has of necessity been in the capacity-building stages of most of its activities during the current year.

The Center at the University of Pittsburgh has had a more difficult institutional relationship to contend with. Operating within the College of Education, with relatively new leadership, and with carryover staff assigned to the various Center activities in addition to other duties, the Center came into being at a time when the University had been contemplating downgrading its regional service orientation. With strong current Center leadership and stated commitment to the Center concept on the part of key staff members, the Center has made considerable progress during the current year.

The Center staff at the Pennsylvania State University has historical and structural problems similar in some ways to those at Pittsburgh, complicated even further by the fact that the Center operates under two colleges--Agriculture and Education. Agriculture serves the entire state, while the departments within the College of Education serve the central service area. Staff is widely dispersed between the two colleges, making Center Coordination difficult. Penn State has been in a self-described "state of flux" during much of the current year, with new Center leadership, broadly dispersed staff

and task assignments, and some concern over institutional commitment to the Center concept. Despite its problems, Pennsylvania State University has met most of its goals and has made excellent progress during the year.

It is fair to say, at this point, that all of the institutions are making progress toward accomplishment of Center-related objectives--at different rates for different activity areas, with different approaches to some tasks, and with varying degrees of documentation of accomplishment. The Center directors have been uniformly helpful to AEL staff in discussing issues, providing documentation where available, and providing an open environment for the assessment activities.

Detail as to the objectives, activities, and progress of each of the institutions are contained in the sections which follow.

TEMPLE UNIVERSITY VEPDC

Temple is funded for a total of $535,879 for Center-realted activities ($45,420 for Center Coordination; $18,969 for Client Feedback Activities; $34,879 for Student Recruitment, Advisement, and Placement; $6,278 for Occupational Skills Workshops; $88,250 for Outreach Courses; $272,083 for Field-Based, Competency-Based Teacher Education and Leadership Development; and $70,000 for Tuition Differential Supplements for Vocational Instructional Certificate Candidates.)

The Temple Center seems well situated institutionally for enhancement of Center operations and coordination, it seems well run, and has excellent documentation of most activities.

Temple has completed a needs assessment, the data from which became available during the Spring. These data, which were collected as a part of a doctoral dissertation at the University, are being compared with the data-base used for Center proposal projections in order to make projection changes. The Advisory Committee also has been provided the new data, so that their inputs into the new projections can be obtained. This Advisory Committee seems extremely well-organized. Considerable attention was devoted to the process by which members were nominated and selected. In addition, the committee has been broken down into nine Program Analysis Teams (PAT), made up of two members each, which function in specific component areas (e.g., Client Feedback). Complete documentation relating to committee selection, guidelines for operations, lists of members and PAT assignments, agendas of meetings, and meeting minutes were provided to AEL.

Recruitment, advisement, and placement have been areas of considerable activity this year. Staff has documented 106 visits to high schools, vocational/technical schools, community colleges, and community groups. They also

have documented 763 inquiries from potential students resulting from these staff efforts. Arrangements have been made with the Admissions Office to provide the component with a monthly computer printout of those inquiries stemming from staff efforts. In the placement area, 244 persons were identified and surveyed. As of June, 112 of these persons had responded and provided information-release forms. Prospective employers were contacted, and 21 requests for personnel have been received. With regard to advisement, a draft of a guide book was developed. This book provides faculty advisors and students with relevant information in each of the areas subsumed under the Department of Vocational Education.

Four occupational skills workshops (in two vocational areas) were conducted. The outreach course goal of 40 was attained. In addition, a five-year projection of outreach course offerings was developed.

Inasmuch as the PDE objectives and criteria for the FBCETE program reflect the operational parameters of Temple's existing FBCBTE program (i.e., VITAL), the accomplishments of this component are not surprising. This year the component served 240 students and has received 235 written evaluations from them in addition to evaluations from resident resource persons, field resource persons, and senior teacher-educators. Temple seems solidly on schedule in this (its largest) component. It should be noted that this assessment does not reflect client inputs or direct field observation by AEL, elements which were precluded as a function of resource constraints.

The Center also seems to be making excellent progress in its FBCB leadership development program. Eighty-six director competencies and 40 supervisor competencies have been identified and 60 competency assessment instruments developed. Twenty-three students participated in the program this year.

During this year (covering four semesters) a total of 2,769 semester hour credits of enrollment were involved in the tuition reduction program. At $25.00 per hour this earns $69,225 of tuition reduction.

Temple is off to a fine start in implementing the Center concept--with overall (though not unanimous) staff commitment to the concept being very high. Activities of recent years at the University place it in a favorable position to achieve the objectives subsumed under the Center concept. Worksheets for the specific funded activities at Temple appear on the following pages.

INSTITUTION: Temple University

PAGE NO. T-1

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both preservice and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions.	The proposal directly addressed criteria No's. 1, 3, 4, and 7 from the list at the left, proposing to perform in accordance with the criteria. Criterion No. 2 relates to overall management, assessed section-by-section. Criterion No. 8 will be assessed after consultation with PDE. Activities associated with criterion No. 6 were not funded at Temple. Criterion No. 5 was not specifically addressed in the proposal, although certification is provided by the Center. The proposal states that the Center staff will work with other colleges and universities in cooperative arrangements to provide quality vocational teacher education in the most economical manner. The proposal cites a proposed non-Center project entitled "Creating Cooperative Arrangements" which would provide time and travel to provide impetus to the endeavor.	Needs assessment data were collected as a result of a specially-funded project and became available in the Spring (see also Client Feedback Section). On the basis of these more recent data revisions in the original projections (i.e., proposal) are being made. These data have been supplied to the Advisory Committee for review and comment. Records and cost analysis data appear more than adequate, based on observations during site visits. The coordinator of the Cooperative Arrangement component has met with representatives from Cheyney State College, Mills College, Bloomsburg State College, Marywood College, College of Misericordia, Drexel Institute, and Wilkes College. The initial task was to explain the Center concept and to dispel erroneous notions regarding the nature of allowable activities. He asked these representatives to "brainstorm" possible arrangements. As of May the responses were limited. A tentative arrangement was suggested with Wilkes College which would place an area counselor/advisor from Temple on Wilkes staff (paid out of Center funds) to provide advisement for people in the vocational schools who might be seeking certification. This idea has not gotten beyond the discussion stage (i.e., no contracts have been drawn up). A Cooperative Arrangements Committee has been formed to develop guidelines for such arrangements. The committee is made up of representatives from PDE, the Center institutions, and six non-Center institutions. A draft of the guidelines was

INSTITUTION: Temple University

PAGE NO. T-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties.		developed in April 1979. Temple seems to have made a sincere positive effort in this area. However, implementation of such cooperative arrangements is difficult to accomplish. It would seem that two things must occur before positive action can be anticipated: (1) Agreement on the guideline documunt and (2) PDE funding decisions. Criteria No's. 2 and 8, as noted in the middle column, are addressed elsewhere.
OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.	Agrees to perform in accordance with the objective and the three criteria listed at left.	Center staff assures AEL that the three criteria are being met. The Center director serves on the PVTE Advisory Committee and is listed on the Committee rolls. Documentation was provided on numerous meetings attended in Harrisburg by staff members at the request of PDE.

INSTITUTION: Temple University

PAGE NO. T-2

ACTIVITY: Client Feedback

FUNDING: $18,969

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). Criteria: 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented, but did not unnecessarily duplicate, existing data.	The proposal committed Temple to all three objectives.	On November 14, 1978, the coordinator for Client Feedback met with VEMIS staff to determine usefulness of existing data. The conclusion reported was that VEMIS does not presently include much of what is needed.
OBJECTIVE: Conduct needs surveys to determine short- and long-range client needs. Criteria: 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made.		Prior to the first year of funding, Temple had been awarded a project to conduct a needs survey. These data, which became available late in the Spring, were collected as part of a doctoral dissertation under the direction of Dr. Adamsky. The Client Feedback coordinator took these recent data and related them to data used in the original Center proposal (these came from VEMIS and the Kaufman study). This procedure produced modifications to the previous projections. These new projections have been given to the Advisory Committee subcommittee (Program Analysis Team) for review and comments. In summary, Temple seems to be satisfying the criteria associated with this objective.

INSTITUTION: Temple University

PAGE NO. T-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $18,969

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVFS/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Organize and maintain a personnel development advisory committee. Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.		Temple's personnel Development Advisory Committee held its first meeting on December 13, 1978. The Committee was formed on the basis of nominations from vocational education organizations and agencies. A matrix approach was used to assure that the Committee make-up reflected an appropriate mixture of constituencies (functionally, by vocational area, special groups such as handicapped or minorities, interests, etc.). The agenda and minutes of the last meeting were documented. There are 22 members on the Committee. The Committee met again on February 13, 1979, at which time nine two-person Program Analysis Teams (PAT) were formed. These PAT's act as subcommitteer dealing with specific functional areas (e.g., Client Feedback, FBCBTE, FBCBLD, recruitment, and placement). Published guidelines for committee operations were developed and a copy provided to AEL along with a directory of committee members and copies of minutes of the first two meetings. A written evaluation survey form was distributed to committee members during the last week in May. Results of this survey were not available when this report was prepared. A copy of the evaluation form was provided to AEL. A sample of committee members was surveyed by phone by the evaluator to obtain their perceptions of the committee's role and function. The results are summarized later in this report. It can be reported here that the survey indicates that Temple University is meeting the PDE criteria.

INSTITUTION: Temple University

PAGE NO. T-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $34,879

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained.	In the recruitment area a faculty member and an assistant were committed to the recruitment of pre-service students, of in-service students in hard-to-fill teaching positions, and of females in male intensive fields.	Activity in this area has been quite extensive. Arrangements have been made with the Admissions Office so that the Center receives a monthly computerized report on students contacting the Admissions Office as a result of component efforts. This is accomplished by means of a card form distributed to all potential students contacted. The Center has a special identification number which is on the card and which allows the data processing unit to provide the Center with inquiry information. In addition to the Center staff, students from the various divisions (e.g., distributive education) are being used as recruiting aides on visits to community colleges and AVT schools. A procedure has been established whereby an inquiry from a potential student, having been transmitted from the Admissions Office to the component coordinator by means of the computer printout, is referred to the appropriate division director who follows up with a personal letter to the inquirer. The staff has outreached 51 high schools, 26 vocational/technical schools, 9 community colleges, and 21 other community groups. Included in the latter (i.e., 21 community groups) are five labor union groups, the Negro Trade Council, Philadelphia Urban League, New Jobs for Women, Women in Banking and several private sector organizations. As of May, the University had received 763 inquiries of which 330 were in Business

INSTITUTION: Temple University

PAGE NO. T-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $34,879

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		Education, 275 in Distributive Education, and 158 in Trades and Industries. With regard to hard-to-fill positions, it has been determined that instructors in diesel mechanics, appliance repair, welding, and electricity head the list. Surpluses were found in carpentry, cosmetology, and machine shop.
OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	With regard to advisement, a commitment was made to coordinate an advisement system to include materials, policies and procedures.	With regard to advisement, the goal is to develop a general guidebook containing relevant information in each area (e.g., business education, vocational industrial education). The information provided includes: (1) general descriptions of the area curriculum; (2) areas of specialization; (3) admission requirements; (4) degree requirements; (5) certification areas; and (6) contact persons at the University. A draft of this guidebook was provided to the evaluator in May.

INSTITUTION: Temple University

PAGE NO. T-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $34,879

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication with the placement coordinators of other Centers was of sufficient frequency, appropriateness, and timeliness to maintain an effective statewide placement network. 2. A record of all placements was kept.	For the placement aspect, Temple indicated it would generate and maintain a list of recruits by occupational background and pre-service/in-service status.	To date, 244 persons in 45 trade areas have been identified who: (1) applied for a certification program; (2) completed an occupational competency test; and (3) are not employed as full-time teachers. Letters were sent to these people indicating that a placement activity was being established. A form was enclosed with the letter which authorized Temple to release information to prospective employers. To date, the coordinator has obtained 112 release forms. Letters were sent to 47 prospective employers (e.g., directors and principals of AVTS and Comprehensive High Schools). To date, 21 requests for personnel have been received. Overall, this multiple component seems to be performing in both an effective and efficient manner and has satisfied all PDE criteria.

INSTITUTION: Temple University

PAGE NO. T-4

ACTIVITY: Occupational Skills Workshops

FUNDING: $6,278

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the occupational competencies of vocational teachers. Criteria: 1. Clients were involved in the identification of priority needs. 2. Cooperative planning with representatives of business and industry was documented. 3. At least two Occupational Skills Workshops were conducted and content was determined on a high-priority basis. 4. Coordination with the directors of Occupational Skills Workshops for other Centers was documented. 5. The workshops were developed on a regional or statewide basis, as appropriate. 6. The workshops were of sufficient duration to accomplish the stated objectives. 7. The workshops had an average enrollment of approximately 15 vocational teachers.	Temple is committed to two (2) Occupational Skills Workshops during the first funding year.	Prior to June, two Cosmetology workshops were conducted by the University in conjunction with input from industry representatives (e.g., suppliers, professional organizations). These workshops were coordinated with Center staff at the other institutions. During June, two workshops are planned. One will be a third Cosmetology workshop (on June 27 at the Host Farm Inn, Lancaster). The other workshop is in Auto Emissions, to be held at Simon Gratz High School in Philadelphia. This workshop will involve the assistance of the Chrysler Motor Corporation and chief mechanic of the State Police. An enrollment of 30 is anticipated. In summary, this component has satisfied the PDE criteria.

INSTITUTION: Temple University

PAGE NO. T-5

ACTIVITY: Outreach Courses

FUNDING: $88,250

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. Criteria: 1. The contracted number of outreach courses were conducted.	Temple has committed itself to conduct 40 outreach courses, 25 to be conducted by regular faculty and 15 by adjunct faculty.	Temple University provides outreach courses at five locations (not including the main campus). During the fall term 25 outreach courses were provided--12 in Vocational Education, 7 in Industrial Education, and 6 in Business Education. Of the 19 in VE and IE, 14 were taught by adjunct faculty. The Spring term schedule of outreach courses (given off campus) offered 20 in VE, 11 in IE, and 1 in BE. In all, the contracted number of outreach courses were conducted. The component coordinator (Dr. Cote) has developed a five-year course projection schedule for outreach courses. This should permit efficient coordination between the Center and PDE regarding funding for this component. The coordinator indicated that the ratio of full-time to adjunct faculty was being modified so as to reflect equal involvement by each group. It was pointed out that the growth of Temple's competency-based programs has reduced the number of students available for the more traditional outreach courses.

INSTITUTION: Temple University

PAGE NO. T-6

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $236,298

PERCENTAGE OF FULL FUNDING: 86%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	The proposal basically addressed each of the criteria shown in the column at the left. The commitments made were in congruence with these criteria.	The commitments made in the proposal are not surprising inasmuch as the criteria specified by PDE are quite similar to the guidelines under which Temple's VITAL program had been operating as a formal university program prior to Center funding. Specific Progress 1. 240 students were served during the Fall and Spring semesters. 2. The staffing pattern satisfied criterion No. 6. In addition to the field resource persons, there was a system coordinator, a staff trainer, three senior teacher educators, and 73 resident resource persons. 3. Evaluations: Written evaluations were obtained from 235 students, 71 resident resource persons, 14 field resource persons, and 3 senior teacher educators. The results of these evaluations were not available (had not been analyzed) at the time of this report. In summary, the FBCBTE program at Temple seems to be progressing as planned and proposed. All PDE criteria are being satisfied. This conclusion is based on staff interviews and documentation review.

INSTITUTION: Temple University

PAGE NO. T-6 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Te[illegible]ducation

FUNDING: $236,298

PERCENTAGE OF FULL FUNDING: 86%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.		

INSTITUTION: Temple University

PAGE NO. T-7

ACTIVITY: Field-Based, Competency-Based Leadership Development

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based component of a supervisory and administrative leadership development program. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in accessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	The proposal committed Temple to the following: 1. Recruitment/selection of trainees. 2. A program that provides experiences in a school environment. 3. A program that included relevant theory and problem-solution seminars. 4. On-site supervision, individualized feedback and competency assessment through field visitation and individual conferences. 5. Program evaluation.	It appears that excellent progress is being made in terms of proposal commitments. This is, in part, attributable to the two years of development (on separate project funding) that occurred prior to Center funding. Progress on Specific Activities/Criteria: 1. 86 competencies for directors and 40 competencies for supervisors have been identified. This involved the inputs of 24-30 VE directors. The 40 supervisor competencies are contained within the list of 86 director competencies. 2. 60 competency assessment instruments were completed as of the end of the Spring term. An additional 30 are scheduled for completion in the upcoming year. 3. Student enrollment: There are 17 students enrolled in the Directors and Supervisors program. An additional six students are enrolled in a dual program that includes curriculum specialists goals as well as leadership goals. 4. Differentiated Staffing: - 8 different resident resource persons are involved. - 2 field resource persons are involved.

INSTITUTION: Temple University

PAGE NO. T-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Leadership Development

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 15 students were enrolled in the competency-based leadership development program. 9. Students completed a written evaluation of the program.		5. Delivery system: - Individual activities occur in professional role environments (Criterion No. 4). Generally, student activities are split 50-50 between individual and group activities. The coordinator has been experimenting with a 75 (individual)-25 (group) split. 6. Evaluations were obtained from all students.

INSTITUTION: Temple University

PAGE NO. T-8

ACTIVITY: Tuition Differential

FUNDING: $70,000

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	Temple agreed to the Tuition Differential component as specified by PDE and indicated that the agreement had been approved by the fee structure committee of the University.	For the Summer and Fall semesters, 1,476 semester hour credits of enrollment were involved in the reduced tuition program. This accounted for $36,900 in Tuition Differential. The Spring semester reduced tuition semester hours of credit were reported at 1,203 and 90 semester hours of credit were reported for the Summer semester. Dollar amounts were not available on the last two semester. However, using the first two semesters as a model, the dollar figure projected for the last two semesters brings the years total very close to the budgeted figure ($69,225).

INDIANA UNIVERSITY VEPDC

The Center at Indiana receives outside funding for Center Coordination. Its Center funding is $109,736 ($14,954 for Client Feedback Activities; $30,864 for Recruitment, Advisement, and Placement; $52,968 for Field-Based, Competency-Based Teacher Education; $1,350 for Tuition Differential, and $9,600 for VTR Equipment).

The Indiana Center seems ideally structured for operation and coordination of the Center concept, with full-time staffing and direct lines of responsibility. It appears to have made significant progress in Center Coordination in a short time. It was approved at the end of January for the granting of vocational certificates. It has made excellent progress in establishing a record-keeping system which should prove exceptionally efficient. The staff has described cooperative arrangements for accepting general education institutions and one with Pittsburgh for administration of the Trade Competency Test.

In the activity area of client feedback, the Indiana Center has been very active. Center personnel have conducted two needs surveys since the Center's inception. They have established a cooperative arrangement with the University of Pittsburgh covering the area to be served by each Center. Also, an Advisory Committee has been established. Based on these activities and those others addressed below, the Indiana Center can be judged as having met its goals in this area.

Recruitment has been somewhat restricted--to the FBCBTE program which is the only current instructional activity operated by the Center. Staff feels that a basis for future recruiting is being solidly established. The Center is developing a computerized information system for advisement and placement which appears to have great promise.

The Center has 14 students in its FBCBTE program leading to the Vocational I certificate, on six sites with nine resource persons using OSU materials. All field-based components are said to be in place, including evaluation teams, and this component appears on target in terms of its objectives, including tuition differential for the 84 credits. (The goal for the year was 90 credits).

Indiana has purchased and deployedthe VTR equipment for which it was funded.

The Indiana Center is comparatively new (probably an advantage), comparatively small (probably also an advantage), and well-positioned in the institutional structure (definitely an advantage). Its capacity-building efforts, its management, and its staff are impressive.

Detailed worksheets for the funded activities at Indiana are to be found on the following pages.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-1

ACTIVITY: Center Coordination

FUNDING: Outside Funding

PERCENTAGE OF FULL FUNDING: 0%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocation student organizations was offered to both pre-service and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	Meet the 12 PDE criteria	At the Indiana Center, Center Coordination activities were funded through other special project funding. However, since Center Coordination is a fulcrum activity for the Center concept, the following progress/comment statements are made in order to provide a comprehensive view of the Indiana Center. To date, the Indiana Center has conducted two needs assessments. The first occurred at the start up of the Center and the second has just been completed. Data from these assessments, plus data which Center personnel has extracted from VEMIS, appears to have given the Indiana Center a good foundation for future planning. Based on the discussions with Center personnel and the documentation examined, the Indiana Center is providing the PDE contracted services. The Indiana Center demonstrated its excellence in record-keeping by the speed at which they were able to produce any document requested by the evaluators. Their system should prove more than adequate for most report requests and decision-making situations. The cost analysis area is one of the few in which the Indiana Center might be judged weak. However, Center personnel have exhibited a cost accounting system to be used in future activities that should allow for accurate cost analysis; therefore the Center

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: Outside Funding

PERCENTAGE OF FULL FUNDING: 0%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		can be judged as having made excellent progress in this area. The Indiana Center has received its accreditation this year, but as of this report the Center has not yet processed any certification requests. The Center has not been directly involved in a student advisor program during the current year. In the area of cooperative arrangements, the Indiana Center has two formal agreements. Both of these agreements are with the University of Pittsburgh. One agreement covers the administration of the O.C.E. and the second covers the territory each Center will service next year. Although the number of Indiana Center personnel was small, they appear to have participated at a high level in PDE sponsored activities.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-2

ACTIVITY: Client Feedback

FUNDING: $14,954

PERCENTAGE OF FULL FUNDING: 78.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). Criteria: 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented,but did not unnecessarily duplicate, existing data. OBJECTIVE: Conduct needs surveys to determine short and long term plan needs. Criteria: 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made. OBJECTIVE: Organize and maintain a personnel development advisory committee.	• The data generated by IUP's needs assessment will be shared with other Vocational Centers and higher education units in Western Pennsylvania. • Additional information needed for decision making on fundable activities will be identified. • A data collection system will be designed to be compatible with each institution's information retrieval system, if possible. • Areas of cooperation will be identified and responsibilities assigned. • Data collection will be shared with the IUP Advisory Committee. • IUP's program will be adjusted based on analysis and synthesis of results. • Information will be disseminated to IUP clients.	The Indiana Center has conducted two needs assessments since the Center started up and the information from the first of these assessments has been sent to the University of Pittsburgh Center. The personnel at the Indiana Center have also extrapolated data from VEMIS in order to acquire additional input for their decision making. Data processing in a large part is being handled by the University Computer System. A cooperative agreement has been signed between the Centers at Indiana and Pitt. It defines the territory each will service in the upcoming year. Based on conversations with a random sample of executive advisory committee members, and examination of advisory meeting agenda and minutes, it seems obvious that the Indiana Center is sharing with its advisory group the data which it has collected. According to the Indiana personnel, one major outcome of the current survey is a more accurate prioritization of activities for next year. Also, the survey has helped identify individuals who have specific interests in services which the Center can provide to them. Information from these activities has been shared with the Indiana Advisory Committee. The Indiana Center hasuntil recently functioned with only an executive advisory committee. However, as of April 26, 1979, Indiana's general advisory committee became functional. The organization, activities,

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $14,951

PERCENTAGE OF FULL FUNDING: 78.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.		and operational procedures for this advisory committee are well documented in the Center's Advisory Committee Handbook.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $30,864

PERCENTAGE OF FULL FUNDING: 88.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained. OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	• Initiate manangement system to aid in program promotion, student recruitment, advisement and placement. • Develop brochures. • Develop newsletter. • Recruit students in hard-to-fill teaching areas. • Develop computerized advisement system involving personal counseling sessions. • Maintain placement file. • Supply list of possible employers.	Indiana has been active in all three elements of this Center activity. A key portion of the Indiana structure is its computer management system which will aid in determining the needs of individuals and instructional units. This computer system will also provide an effective mechanism for maintaining placement files and for facilitating the placement function. The Center has developed brochures, a newsletter, and many other software materials which are designed to aid in the processes of recruitment, advisement, and placement. The Center has, on a whole, made excellent progress in this activity. Its computer system may, with future development, provide a base for similar activities at other centers.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $30,864

PERCENTAGE OF FULL FUNDING: 88.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication within placement coordinators of other centers was sufficient to maintain an effective statewide placement network. 2. A record of all placements was kept.		

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-4

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $52,968

PERCENTAGE OF FULL FUNDING: 22%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education system. Criteria: 1. Competencies to be domonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Prepare 15-20 students for Vocational I certification. • Use up to three sites. • Develop and test an eight-component delivery system. . The use of PVTE modules from NCVER/OSU to deliver the content. . The use of school resource persons to assist intern teachers in completion of competencies for the Vocational I certificate. . The use of video tape equipment to provide feedback and evaluation of classroom intern teacher performance. . The use of a council of educators to evaluate assessment of competencies by intern teachers. . The use of a field resource person to coordinate delivery of instruction and evaluation of IT performance. . The use of a field resource person to identify and train school resource persons.	The Indiana Center has 14 students in its FBCB Teacher Education program, and one has already completed the requirements for his Vocational I certification. The FBCB Teacher Education program being operated by the Indiana Center has been functioning at six sites in Western Pennsylvania. The program has made use of the Ohio State Modules, school resource persons, and field resource persons as an integrated whole. Based on (1) examples of student's written products, (2) a sampling of video tapes showing classroom performance, and (3) a taped council of educators evaluation, this program can be assessed as highly successful. The Indiana Center should also be complimented on the progress they have made in developing a computer management information system which seems fundamental in their successful operation of an individualized program. The development and functional effectiveness of this computer system should be followed carefully in the future as it may serve as a model for other centers.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-4 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $52,968

PERCENTAGE OF FULL FUNDING: 22%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.	. The use of a field resource person to identify alternative delivery systems. . Equip test sites with hardware and software needed for successful completion of the performance elements. • Develop and test a five-component management system: . A computerized list of competencies. . A computerized record-keeping system for competencies administered and accomplished. . Collection of baseline data. . Design of data collection forms and procedures. . Design a computerized program of studies. • Identify and train school resource persons (special project funding). • Meet criteria 1-7 and 9. • Meet criterion No. 8 as modified above.	

(1)

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-5

ACTIVITY: Tuition Differential

FUNDING: $1,350

PERCENTAGE OF FULL FUNDING: 2%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	Provide a tuition differential of $15 per credit hour for 15 students for six credits each. (90 credit hours total.)	The Indiana Center has had 14 students involved in six credits of work toward their certification. Based on this data, Indiana has achieved it's goal in this activity area.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-6

ACTIVITY: Purchase of VTR Equipment

FUNDING: $9,600

PERCENTAGE OF FULL FUNDING: % N.A.

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Purchase and deploy VTR equipment.	Purchase and deploy VTR equipment.	Five VTR components purchased and deployed. Invoices observed by evaluators (totaling $9,605).

UNIVERSITY OF PITTSBURGH VEPDC

The Pittsburgh Center is funded for $209,528 ($30,000 for Center Coordination; $5,000 for Client Feedback; $18,791 for Student Recruitment, Advisement, and Placement; $51,276 for Outreach Courses; $35,785 for Field-Based, Competency-Based Leadership Development; $23,676 for Field-Based, Competency-Based Preparation of Advisers of Vocational Student Organizations; and $45,000 for Tuition Differential).

The Center at Pittsburgh has made excellent progress administratively during the year. A long-range course plan to meet inservice and preservice five-year certification needs was evidenced, certification procedures as described seem more than adequate. AVSO is a strong (funded) component, and there is evidence of commitment to cooperative arrangements with other institutions. Record-keeping seems generally good, with a possible exception in the cost-accounting area. (Recommendations were made to staff in this area.) The overall impression gained by the AEL team was that much is being accomplished.

Under client feedback, the Center has developed and maintained an advisory committee and conducted a needs survey during this school year.

Staff indicate substantial activity in the areas of recruitment, advisement and placement. Key activities have involved the development and implementation of formal procedures to replace the informal (though apparently effective) mechanisms in place during prior years.

Almost twice as many Outreach courses were conducted as were projected, but with less than half the "minimum" students per course. Overall, the number served approximated the goal.

FBCB leadership development appears to be on schedule as proposed. This is an area requiring clarification between Pitt and PDE, however.

The FBCB approach to preparing AVSO's met its goals and was well documented.

Tuition differential expenditures were at 90 percent of the projected figure for the year.

Overall, the Pittsburgh Center shows good progress in many areas of funded activity--with most areas well documented. There appears to be the basis and the capability for implementation of the total Center concept.

More detailed worksheets for the funded activities at the University of Pittsburgh are to be found on the pages which follow.

INSTITUTION: University of Pittsburgh

PAGE NO. P-1

ACTIVITY: Center Coordination

FUNDING: $30,000

PERCENTAGE OF FULL FUNDING: 64%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both pre-service and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	• Manage the Center in line with the 12 PDE criteria	In the area of long-range planning the Pitt Center seems to have suffered some because they did not have confidence in the needs assessment data which was supplied to them. If the Pitt Center is to continue in an effective manner it is recommended that they originate and conduct a comprehensive needs assessment. Record keeping appears to be adequate for the needs of the Pitt Center with possibly one notable exception. This area of weakness is in the Center's method of cost-accounting. Under the present system, the Center can account for the expenditure of its funds, but has difficulty defining precisely which costs are chargable to which activity. Until a system of more effective cost analysis is developed, the Center will have difficulty determining the cost effectiveness of specific activities. The processing of certification requests appears to be clearly defined and efficient in its operation. The Pitt Center has, or is in the process of, consummating several cooperative arrangements with other institutions of higher education as documented by letters to: Waynesburg College, Duquesne University, California State College, and Indiana University. The Pitt faculty have actively participated in state sponsored meetings.

INSTITUTION: University of Pittsburgh

PAGE NO. P-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $30,000

PERCENTAGE OF FULL FUNDING: 64%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		

INSTITUTION: University of Pittsburgh

PAGE NO. P-2

ACTIVITY: Client Feedback

FUNDING: $5,000

PERCENTAGE OF FULL FUNDING: 26%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). Criteria: 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented, but did not unnecessarily duplicate, existing data. OBJECTIVE: Conduct needs surveys to determine short and long term plan needs. Criteria: 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made. OBJECTIVE: Organize and maintain a personnel development advisory committee.	• Share information with PDE, BVE, BIS • Meet the PDE criteria (1-2 at left) • Conduct a needs survey • Re-examine goals and objectives • Analyze data systematically • Meet PDE criteria (1-3 at left)	As part of the "Client Feedback" activity at Pitt, Dr. Iwler has conducted a needs survey during the last half of this school year. This survey is intended to provide an estimation of T & I teaching positions needed for next year, as well as to project future teacher needs in the area serviced by Pitt. The Pitt Center has also established and maintained an advisory committee during this year. This committee has met a total of three times during the year to hear presentations on the Center's activities and to offer suggestions and advice. As part of this process, committee members have been supplied with (1) a manual describing the purpose and function of the advisory committee, (2) a list of Advisory Committee members, (3) agenda for upcoming meetings, and (4) minutes following each meeting. A written evaluation is being conducted by a subcommittee of four Advisory Committee members. The results of this evaluation were not available at the time of the last visit. However, based on the general comments made by members of this Advisory Committee during a random survey, the committee could be judged to have very positive feelings toward the role of the Advisory Committee and the activities and direction of the Pitt Center.

INSTITUTION: University of Pittsburgh

PAGE NO. P-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $5,000

PERCENTAGE OF FULL FUNDING: 26%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.	• Meet the PDE criteria (1-8 at left)	

INSTITUTION: University of Pittsburgh

PAGE NO. P-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $18,791

PERCENTAGE OF FULL FUNDING: 54%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained. OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	• Identify hard-to-fill teaching positions • Identify low-supply teaching field • Develop and distribute brochures and flyers • Reinstitute and disseminate newsletter • Identify and recruit potential teachers from business and industry • Meet the PDE criteria (1-4 at left) • Revise program-of-study sheets for each program • Develop system of policies and procedures for advising pre-service students • Develop system of policies and procedures for advising in-service students • Develop system of policies and procedures for advising off-campus students • Meet the PDE criteria (1-2 at left)	The Center at Pitt has undertaken a number of activities in the general area of recruitment, advisement, and placement. Specifically, in the area of recruitment, Pitt has (1) acquired the cooperation of the Ironworkers Employee Association to support the recruitment of its members into T & I, (2) worked closely with the Carpenters Association to establish a process for recruiting its members, (3) attempted to establish a recruitment process through local directors at AVTS's, (4) developed brochures and recruitment posters, and (5) developed a recruitment program which is presented in the "Vitacom" format. In addition to the aforementioned methods of recruitment, the Pitt faculty has reviewed their guidance materials and are in the process of updating those which require revision. As for placement, a somewhat informal process has continued to be used throughout the year. However, based on this year's experience, the Center proposes to join the Educational Placement Service at Pitt, assuming that funding is available. Such a change is highly recommended; it is felt that both the Center and the graduates will benefit.

INSTITUTION: University of Pittsburgh

PAGE NO. P-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $18,791

PERCENTAGE OF FULL FUNDING: 54%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication within placement coordinators of other centers was sufficient to maintain an effective statewide placement network. 2. A record of all placements was kept.	• Identify one staff member as placement coordinator • Establish communications with all VE programs in Western Pennsylvania • Develop placement and record-keeping system	

INSTITUTION: University of Pittsburgh

PAGE NO. P-4

ACTIVITY: Outreach Courses

FUNDING: $51,276

PERCENTAGE OF FULL FUNDING: 58%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. Criteria: 1. The contracted number of outreach courses were conducted.	• Total vocational faculty involved • Center Objectives . Develop master schedule geared to four-year certificate process . Select adjunct faculty . Conduct orientation session for adjunct faculty above . Conduct orientation session for intern and beginning teachers . Organize register process for off-campus course work . Integrate CBTE modules into the outreach courses . Identify and orient RP's to assist in use of CBTE modules . Utilize existing Advisory Committee for continuing input . Meet PDE criterion at left • Conduct 18 outreach courses	In the Center activity area of "Outreach Courses," Pitt has conducted a total of 35 off campus (outreach) courses with a total student enrollment of 253. All but five of these courses have been staffed by regular faculty. Based on the funds awarded for such courses and the projected cost per course, it had been estimated that Pitt would offer 18 courses with a 15 student minimum in each (total student enrollment 270). Based on the total number of students serviced (253) as compared to the projected number to be served (270), Pitt has come close to meeting this objective. However, the number of course offerings to meet this objective was almost double the projected number, with an average of approximately half the 15 student minimum per offering. This is a recognized problem area which Pitt is discussing with PDE.

INSTITUTION: University of Pittsburgh

PAGE NO. P-5

ACTIVITY: Field-Based, Competency-Based Leadership Development

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based component of a supervisory and administrative leadership development program. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Prepare persons for director of vocational education certificate (Ms.Ed.) . Recruit (during autumn trimester) . Select 15 candidates plus 5 alternates (using preselected criteria) • Five sequential components . Pre admission--admission (autumn semester 1978-79) . Pre-entry workshop (pre-assessemnt) (two week) (summer 79) . Course work/competency development by candidates (autumn 1979) . Summer workshop 1980 . Intern component fall-winter 1980-81 • Meet PDE criteria 1-9 at left • 92 competencies to be assessed (1-5 at left)	According to the Pitt faculty, there have been 13 students enrolled in this program which leads to a Director's Certificate. Contrary to Pitt's original perception, the persons entering this program did not begin at a common level; rather, they entered with a wide diversity of backgrounds. Because of this diversity, the actual starting point of each individual in the program varied widely. At present, most of the participants are involved in course work, with a few having progressed to what Pitt defines as an "internship." In evaluating Pitt's progress in this area, it should be noted that there has been disagreement as to which segments of the proposed five step sequence were to be achieved during this first year. If the evaluator's original interpretation is correct (the three Pitt faculty members with whom this issue was discussed concur with this original interpretation), then Pitt was responsible for the first two components. Assuming such goals, Pitt can be assessed as having achieved and surpassed its originally proposed objective, since the Pitt faculty has indicated that all the students have progressed at least to the third step. Under the alternate interpretation (that Pitt was responsible for step three in their proposed sequence) the goal was still attained, based on faculty indications that all students were involved in at least step three and others had progressed to step five.

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INSTITUTION: University of Pittsburgh

ACTIVITY: Field-Based, Competency-Based Leadership Development

PAGE NO. P-5 (cont'd.)

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 15 students were enrolled in the competency-based leadership development program. 9. Students completed a written evaluation of the program.		Although the activity appears on schedule as proposed, several specific recommendations are offered: 1. Since the participants demonstrated such a wide diversity in background, major effort should be placed on developing a more individualized competency-based program (as opposed to a course-based program). 2. It seems imperative that clearly defined criteria for the term "internship" be established for the benefit of program participants, individual centers, and the PDE. 3. Because this program produces an individual prepared for a very limited number of job openings, future funding should be based on a careful needs assessment.

INSTITUTION: University of Pittsburgh

PAGE NO. P-6

ACTIVITY: Field-Based, Competency-Based Advisers for Student Organizations

FUNDING: $23,676

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based approach to preparing advisers of vocational student organizations. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time of course completion. 6. Differentiated staffing was used, with one resource person employed for every 6-10 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Strong field-operated program . Personal contact with vocational administrator and his administration . Personal contact through in-service progress and field visits/vocational teachers . Use of "H" series of Ohio State Modules (1-5 at left) . Provide in-service assistance to users of Modules . Provide backup and resource materials to users . Field-based assistance with VSO's as requested . School-based . Conferences, etc. . Publications . Meet PDE criteria (1-9 at left)	Based on the information provided by Center personnel, Pitt's FBCB Advisers for Student Organizations program has involved a total of 38 teachers. These teachers used the Ohio State "H" modules as the instructional element and were supported by three graduate assistants who fulfilled the role of resource persons. Pitt faculty and the graduate assistants working in this area met weekly in order to assess progress and determine needs and directions for the future. The Pitt faculty has maintained an active involvement in Student Organization activities within the western region. Given the information available, Pitt seems to be functioning satisfactorily in this area.

INSTITUTION: University of Pittsburgh

PAGE NO. P-6 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Advisers for Student Organizations

FUNDING: $23,676

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 30 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided.		

INSTITUTION: University of Pittsburgh

ACTIVITY: Tuition Differential

PAGE NO. P-7

FUNDING: $45,000 ($25/credit)

PERCENTAGE OF FULL FUNDING: 66%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition fee. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	• Offer selected courses at $25 differential . Voc II certificate . Voc I for interns • Eligible students . Part-time vocational . Pennsylvania residents • Generate 1800 qualified credit hours	Based on the data provided by the Pitt faculty, the tuition differential awarded to eligible students will amount to a total of $40,425. This total expended represents 90 percent of the awarded funding, thus reflecting a high degree of accuracy in the projection of needs in this area.

PENNSYLVANIA STATE UNIVERSITY VEPDC

The Center of Penn State is funded for $499,403 ($45,420 for Center Coordination; $9,324 for Orientation of Vocational Intern Teachers; $28,154 for Field Assistance to Beginning Teachers; $14,205 for Pedagogical Skills Workshops; $6,278 for Occupational Skills Workshops; $164,636 for Outreach Courses; $171,512 for Field-Based, Competency-Based Teacher Education; $51,400 for Tuition Differential; and $8,474 for VTR Equipment).

The Center at Penn State University involves two colleges (Agriculture and Education) and three discipline areas (Agricultural Education, Vocational [Industrial] Education, and Home Economics Education). This condition alone would make the management/coordination of Center activities a more consuming task than would be the case at a Center operating under a singular organizational structure. When one combines such a condition with a leadership change during the year and an institutional super-structure whose response to change may require more time than sponsoring agencies would like to see, the management problems become even more difficult.

The tri-partite arrangement at Penn State University tends to preclude the possibility of a singular long-range plan for Center operations. The needs, objectives, and activities of any given Center component (e.g., Field Assistance for Beginning Teachers) vary from discipline to discipline and therefore segregated funding arrangements are necessary. The needs assessments procedures required for long-range planning (and projections) also differ by disciplines. Agricultural Education is using a variety of statewide committees (e.g., curriculum, inservice, preservice, etc.), which have been in place for a number of years, as its data source. Vocational Education has established an iterative procedure using AVTS directors to determine needs. Home Economics

has surveyed and conducted meetings with administrators and teachers to determine certain needs. In addition, a needs assessment instrument is in the planning stages in conjunction with client feedback activities (a non-funded component this year).

The component dealing with the orientation of vocational intern teachers experienced a change in leadership during the course of the year which delayed progress initially. However, once the change occurred, a well-conceived plan was implemented to continue orientation efforts with the Division's competency-based program. Field assistance to beginning teachers appears to be excellent and well-documented.

Agricultural Education combined the occupational and pedagogical skills workshops. This is a matter of departmental philosophy. Home Economics has a similar philosophy, and conducted its pedagogical skills workshop in conjunction with field assistance to beginning teachers. Attendees at the workshops were drawn from both new and experienced teachers. Vocational Education conducted a pedagogical skills workshop in July 1978; its occupational skills workshop occurred in June 1979 and, although not all necessary information was available at report preparation time, all indications are that it met criteria.

Seventy-one (71) outreach courses were conducted by the Center. This exceeds the number specified in the proposal.

The field-based, competency-based teacher education program at PSU presents a d ersity of plans and activities--both across and within departments. Vocational Education has pilot-tested a FBCBTE program this year and is geared up to implement in the Fall term of 1979. This department also has a new competency-based program which it is merging into its outreach courses as an alternative. Both Agricultural Education and Home Economics Education

have competency-based programs which, for a variety of reasons, are delivered in environments that differ from the one prescribed by PDE (see specifically Criteria Nos. 4, 5, and 6). A more complete discussion of the issues involved (e.g., population density, geographic area served, target population characteristics) is presented on the FBCBTE worksheets that are found following this narrative section. The concerns of the Penn State University Center are described as focusing on the issue of the application of common or fixed criteria on a universal basis without taking into account other relevant variables.

The Center identified 28 courses in which students are eligible for the tuition differential. However, institutional problems were encountered this year. Qualified students received tuition reduction in accordance with University guidelines and procedures rather than in accordance with PDE requirements. These problems have been resolved and a formal Tuition Differential component will become effective on September 1, 1979.

It was confirmed in a June telephone conversation that the VTR equipment funded in PSU's proposal has been purchased.

In general, Center management at PSU has made excellent progress after a beginning that might be described as erratic (as a function of difficult and extenuating circumstances). Slow-starting components have, during the Spring, been able to demonstrate substantial accomplishments.

Detailed worksheets for the funded activities at Penn State follow.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-1

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both preservice and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	The PSU proposal, under administration, identifies the unique structure of the Center at PSU and its relationship to the two colleges and four departments which comprise it. Although the proposal does not address the specific criteria listed at the left, it incorporates them by reference in its list of objectives as required by PDE for Center funding.	PSU has cooperated with PDE in planning for long-range funding. No single long-range plan exists across the three units (Agricultural Education, Vocational Education, Home Economics Education). The Agricultural Education Department has an in-place needs assessment process geared to statewide committees of teachers and other educators. In the Division of Occupational and Vocational Studies, separate needs assessment activities are underway and/or planned for Vocational Education and Home Economics Education. Dr. Welsh, in Vocational Education, has initiated a series of meetings with AVTS Directors as a source of information on regional needs. These meetings, along with school visits, will occur on a regular, periodic basis so as to better assure that needs assessment information is current. In Home Economics, needs assessment is occurring in two ways, one of which is in conjunction with a component (Field Assistance to Beginning Teachers) which is currently Center-funded. The other needs assessment activity is associated with a component (Client Feedback) that was not funded this year but is scheduled for funding next year. The funded component has surveyed Home Economics educators, on a statewide basis, to identify the population requiring workshop services and to determine the appropriate topics for presentation. The Client Feedback component has been involved (on an unfunded basis) in planning for a needs assessment instrument that would be in-place and available next year. A full-time staff member has been devoting 15 percent time to this effort.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		A cost analysis has been performed and was available to AEL. The activities associated with Criteria No's. 6 and 7 are not Center-funded at PSU, which has applied for special funding for cooperative arrangements and has assigned a full-time staff member the responsibility for it. Center Coordination at PSU has stablished over the course of the year. Initial problems related to administrative position changes and staff changes have been resolved. PSU is unique among the Center-funded institutions in terms of the plurality of its constituents. In addition to the three distinct disciplines involved (AE, VE, HE), two colleges within the University structure are involved (Education and Agriculture). To coordinate (that is, to satisfy the hierarchial requirements) the activities in such an environment is more difficult than in an environment involving a single organizational structure. Center staff assures AEL that the criteria associated with the second objective are being met. The Center Director serves on the PVTE Advisory Committee and is listed on the Committee rolls. Documentation was provided on numerous meetings attended in Harrisburg by staff on PDE request.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-2

ACTIVITY: Orientation of Intern Teachers

FUNDING: $9,847

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Plan and organize orientation workshops for inexperienced vocational teachers. Criteria: 1. Workshops for vocational teachers with less than one year of teaching experience were planned, organized and conducted prior to the opening of schools. 2. Consultation that took place with orientation workshop directors from other Centers was documented. OBJECTIVE: Conduct workshops for inexperienced vocational teachers. Criteria: 1. Eligible vocational teachers were given a reasonable opportunity to participate, as evidenced by the distribution and timing of the publicity and by the timing and location of the workshops. 2. Each workshop was of sufficient length to accomplish the state objectives. 3. Each workshop was conducted prior to the start of the school year. 4. Each workshop emphasized the development of competencies that are common to and appropriate for all beginning vocational teachers.	In this area, the PSU proposal addressed itself to vocational intern teachers only (no Ag. Ed. or Home Ec.). This was in line with budget allocations. No reference was made in the proposal with respect to coordination with other Centers. The workshop emphasis relates to "mastering or awareness" of skills vital to teaching. This approach seems to correlate with the PDE criterion dealing with an emphasis on competencies.	The responsibility for this component changed hands during the academic year. The original component coordinator (Dr. Adelman) left the University prior to AEL's initial visit. Under his direction, an orientation workshop had been conducted during the summer of 1978. Formal responsibility for this component (in the Division of Occupational and Vocational Studies) has been assigned to Mr. Wayne Detwiler. Under his direction, a plan of action was initiated during the Spring that both will identify the population for ensuing orientation workshops and will establish a link between that activity and the new Competency-Based Teacher Education system developed by the Division. A workshop was held on May 17, 1979 to which all Vocational Education directors (or their representatives) in the Central region were invited. The workshop had 3 major purposes: 1. Identification of potential new teachers. 2. Identification of local resource persons for the FBCDTE program. 3. Explanation of the FBCBTE program. Mr. Detwiler reported that attendance at the May 17 meeting was excellent. He indicated that by August 6 he expects to identify 30 new students for the program and to hold an orientation workshop for them as a precursor to the FBCBTE program. In addition, local resource persons will be identified by that time.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-2 (cont'd.)

ACTIVITY: Orientation of Intern Teachers

FUNDING: $9,847

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Evaluate the orientation workshops conducted for inexperienced vocational teachers. Criteria: 1. Workshop participants completed an evaluation at the conclusion of each workshop. 2. Workshop participants completed a followup evaluation at an appropriate time following each workshop.		It appears that, once responsibility for this component was established, the Division of Occupational and Vocational Studies performed in accordance with the criterion requirements in an efficient and effective manner during the remainder of the 1979-80 academic year. It should be noted that those criteria relating to competencies numbers 3 and 4) could not have been addressed prior to the Spring semester because the Division's FBCBTE pilot program was not tested until that time. Once the pilot was completed (and the results analyzed) the Division could formally present its plan (see Phase II under FBCBTE) to regional VE Directors for the purposes cited earlier.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-3

ACTIVITY: Field Assistance to Beginning Teachers

FUNDING: $28,154

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Provide professional field assistance to first-year teachers. Criteria: 1. Resource persons were identified and charged with this responsibility. 2. Each resource person maintained a record of assistance provided. 3. Toward the close of each school year, first-year teachers completed a written evaluation of field assistance received.	The Center proposal addressed this component on a tripartite basis. Agriculture Education-- The proposal spoke to a single workshop held in the summer. This is followed by continuing assistance during the school year from university faculty or qualified teachers in the students' area. Vocational Education-- The proposal calls for a fall workshop aimed at identifying new teacher needs and a followup workshop to provide assistance. In addition, visits to new teachers are to be conducted during the first year. Home Economics-- The Home Economics plan calls for a "career partner" for each beginning teacher to provide assistance during the year. It was estimated that 20 new teachers would be involved during the first year.	Agricultural Education In November 1978, five regional seminars were held for beginning/intern teachers. Each new teacher was assigned a master teacher who visited the new teacher at least three times during the year. This assistance is coordinated by a faculty member from the Department of Agricultural Education. Seventeen (17) students benefitted from this program in the Winter term. Four (4) similar regional seminars were conducted during the spring (April 30, May 7, May 10, and May 14). Forty-two (42) beginning teachers attended these four seminars. These seminars address Agricultural Education teachers' duties and activities through the summer. One of those activities will be a beginning teachers' workshop to be held in August. The workshop, which is planned to involve 40-45 hours of work, will be held on campus. The attendees will consist of intern teachers and recent undergraduates from the main campus. The newly developed competencies (see PSCBTE Section) will be incorporated into the workshop. Master teacher assignments for the Fall term will be made at this time. In summary, the Department of Agricultural Education seems to be providing excellent assistance to beginning teachers. Documentation of activities was provided and this Department is satisfying all criteria associated with the objective.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-3 (cont'd.)

ACTIVITY: Field Assistance to Beginning Teachers

FUNDING: $28,154

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		Division of Occupational and Vocational Studies Vocational Education This field assistance component provided continuous field assistance to 35 students over the Winter and Spring terms. Three other students had been involved previously (during the Winter term) but were dropped because they no longer worked at teaching stations. Those serviced were either new or second-year teachers. Included in the number serviced were 13 students in the FBCBTE pilot program in Lancaster. Each student is visited on a weekly basis for one hour. The component is staffed by two regular faculty members and a graduate assistant. This component seems to be satisfying the criteria. It should be noted that with the expansion of the FBCBTE program (see sections on Orientation of Intern Teachers and FBCBTE) the numbers served should increase. Home Economics The field assistance activity, as viewed by the Home Economics faculty of the Division, incorporates pedagogical skills training in specifc topical areas. As a means of combining this aspect with the "career partner" concept described in the proposal, the following plan of action was implemented under the direction of Dr. Eloise Murray. 1. Letters were sent to administrators in the state asking them to identify

INSTITUTION: Pennsylvania State University

PAGE NO. PS-3 (cont'd.)

ACTIVITY: Field Assistance to Beginning Teachers

FUNDING: $28,154

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		new and/or returning teachers in their districts. 340 persons were identified in this manner. 2. In March, letters were sent to those identified explaining the effort. Included with the letter was a reservation form which, in addition to providing identifying information, invited the recipients to attend one of five dinner meetings held at various locations between April 16 and May 3. As it turned out, most (approximately 2/3) of the identified teachers were experienced as opposed to new or returning, providing a population base for recruiting resource persons (career partners) for field assistance as well as a base for teachers needing assistance. 3. Ninety (90) teachers attended the dinner meetings cited above. Needs assessment information collected from these people, as well as others who learned of the program from attendees, identified three areas for which pedagogical training was deemed appropriate--Parenting Education, Nutrition Education, and Consumer Education 4. On May 22, May 24, and May 29, meetings were held in Lewisburg, Hershey, and Altoona--at which one hour workshops in each of the three areas were presented. The meetings were

INSTITUTION: Pennsylvania State University

PAGE NO. PS-3 (cont'd.)

ACTIVITY: Field Assistance to Beginning Teachers

FUNDING: $28,154

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		structured so that an attendee would attend two of the three workshops. 5. As of the last AEL site visit, 114 teachers and 21 administrators planned to attend these meetings/ workshops. An evaluation checklist was to be administered. Although the activities of the Home Economics faculty do not, in the strictest sense, adhere to the criteria as specified by PDE, they do seem to be responsive to the needs of the Home Economics teaching community as evidenced by the magnitude of the response to the effort by the PSU faculty. It would appear the new and/or returning teachers are being provided assistance. A similar meeting/workshop plan has been developed for the Fall. With regard to the "career partner" concept, it seems that both populations (experienced resource persons and new teachers) have been identified this year. The nature and extent of the implementation of the concept would seem to be an important event for future assessments.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-4

ACTIVITY: Pedagogical Skills Workshops

FUNDING: $14,205

PERCENTAGE OF FULL FUNDING: 96%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the pedagogical competencies of vocational educators. Criteria: 1. Client involvement in the planning of each workshop was documented. 2. At least three workshops were conducted and content and target group was determined on a high-priority basis. 3. Teacher workshops had an average enrollment of approximately 25 or more vocational teachers at each location. 4. Workshops for coordinators, supervisors, directors and cooperative education instructors had an average enrollment of approximately 25 or more vocational educators.	Each of the three "divisions" (Agriculture Education, Vocational Education, and Home Economics) proposed to conduct a pedagogical skills workshop.	Agricultural Education This department indicates that it combines the pedagogical and occupational skills workshops to be consistent with departmental philosophy. That philosophy dictates that the department upgrade or update pedagogical skills as they relate to specific content areas rather than on a generalized basis. Given acceptance of that approach, the teacher workshop conducted in July 1978, which will be described in the next section (Occupational Skills Workshops) represent this department's adherence to the criteria. Division of Occupational and Vocational Studies Vocational Education From July 17-28, 1978 a pedagogical skills workshop was conducted. The topic of the workshop was "Leadership." Eight students participated. It appears that this workshop was planned prior to the initiation of Center funding. This may account for the enrollment being under the recommended number of 25 (approximately). Tentative plans for a workshop during the summer of 1979 (in Altoona) were reported during a winter AEL visit. However, at the time of the last visit (and this report) these plans had not been finalized and it was reported that this workshop might not take place during the summer.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-4

ACTIVITY: Pedagogical Skills Workshops

FUNDING: $14,205

PERCENTAGE OF FULL FUNDING: 96%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		Home Economics The philosophy of the Home Economics faculty is analagous to that of Agricultural Education in that Home Economics feels that pedagogical skills training must be provided in terms of specific content areas. Therefore, the pedagogical skills training provided by the Home Economics faculty was in the form of the three workshops described earlier (see Field Assistance to Beginning Teachers). These workshops, given in late May, concerned Parenting Education, Nutrition Education, and Consumer Education--and involved upgrading and updating skills and resources related to teaching these subject areas. The number of people in attendance at these workshops more than satisfies the criterion.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-5

ACTIVITY: Occupational Skills Workshops

FUNDING: $6,270

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the occupational competencies of vocational teachers. Criteria: 1. Clients were involved in the identification of priority needs. 2. Cooperative planning with representatives of business and industry was documented. 3. At least two occupational skills workshops were conducted and content was determined on a high-priority basis. 4. Coordination with the directors of occupational skills workshops for other Centers was documented. 5. The workshops were developed on a regional or state-wide basis, as appropriate. 6. The workshops were of sufficient duration to accomplish the stated objectives. 7. The workshops had an average enrollment of approximately 15 vocational teachers.	Agricultural Education and Vocational Industrial Education proposed one occupational skills workshop each.	Agricultrual Education Separation of occupational and pedagogical skills workshops runs contrary to the philosophy of this department. They indicate that they combined these two in a workshop conducted last July for 25 students. The areas addressed included: chain saws, welding, small gas engines, dairy livestock, and agronomy. Two private companies were involved in the conduct of the workshop. One was an Altoona welding company and the other was Tecumseh Engineering (who provided expertise in small gas engines). The other topics were addressed by PSU staff. Division of Occupational and Vocational Studies A workshop is planned for June 11-15 at the conference center at University Park. The topic is Micro-Electronics. Three private organizations are cooperating. As of May 21, 1979, enrollment was 27. There is documented evidence that PSU coordinated the workshop with other centers. In addition to the 40 hours of on-site workshop activity, there will be 40 hours of post-workshop activity justifying two semester hours of credit.

INSTITUTION: Pennsylvania State University

PAGE NO. P-6

ACTIVITY: Outreach Courses

FUNDING: $164,636

PERCENTAGE OF FULL FUNDING: 91% (combined with FBCBTE)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. Criteria: 1. The contracted number of outreach courses were conducted.	The Center proposed to conduct 67 outreach courses during the year. No specification was made regarding divisional or departmental offerings (i.e., Ag.Ed., Voc. Ed., Home Ec.). The number given coincides with the number offered during 1977-78.	During the Spring term, 20 outreach courses were offered, bringing the total for the academic year to seventy-one (71). This represents an increase of four over the number offered the previous year. Therefore, PSU has satified the criteria as provided by PDE.

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INSTITUTION: Pennsylvania State University

PAGE NO. PS-7

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education system. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	In the section of the PSU proposal entitled "Analysis of the Problem" descriptions are given for the approach to competency based teacher education for the three units (Ag. Ed., Voc. Ed., and Home Ec.). Although the three approaches vary along specific dimensions (i.e., number of competencies, specification of competencies, theoretical bases, etc.) there is commonality with regard to the application of the competencies. That is, each group is attempting to fit the competencies into the divisional or departmental course structure. It should be noted that the descriptions provided for Ag. Ed. does not make reference to a field-based program and the Home Ec. description makes reference to a field-based model in remote geographical areas. Voc. Ed. also makes specific reference to criteria No's. 4 and 5. However, in each case they modify the criterion with an additional phrase. To	Agricultural Education By the end of the Spring term the department had identified and validated 240 competencies for incorporation into its competency-based program. These competencies are distributed over ten areas (e.g., program planning, development and evaluation; planning of instruction; student vocational organizations). As of May, they had identified eight (8) courses in the Agricultural Education program to which these competencies will be assigned (that is, the competencies assigned to a particular course will become integral parts of the course in terms of student activities and evaluation). The department intends to implement its integrated competency program during the Fall term of 1979. In order to manage and control the course-integration approach, the Department plans to develop a student progress record that will provide information on competency attainment status. This document will provide an instructor with information that will enable more individualized programming, since a given competency may justifiably fall within the scope of more than one course. Division of Occupational and Vocational Studies Vocational Education Prior to advent of the "Center Concept" this department had developed an extensive competency-based undergraduate program. A report provided to AEL describes that

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INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.	criterion No. 4 is added the phrase "whenever possible." Criterion No. 5 is modified by adding a sentence which verifies the competencies through "student teaching and other field-based activities" which go on in the regular program. This suggests a route to CBTE that fits into a course completion framework. In the "Procedures" section of this proposal, no reference is made in the text to a field-based program. However, commitment is made to the application of a competency-based program.	program and indicates how the modularized competencies would be incorporated into various courses in the undergraduate program. During the 1978-79 academic year, a pilot FBCBTE program was field tested in the Lancaster area under the direction of Mr. Detwiler. The development of this program (Phase I) and its pilot test (Phase II) now permit the department to implement the program (Phase III) on a regional basis in the Fall term of 1979. The department estimates that approximately 30 students will be served during the upcoming year. Staffing of the FBCBTE calls for a program coordinator (half-time) and a full-time field resource person from the PSU faculty. In addition, local resource persons are being identified to serve as on-site support (see section on Orientation of Intern Teachers for a description of the identification process). The program, as proposed, would seem to meet PDE criteria with the exception of #8. This will be discussed later along with other criterion considerations. In addition to the FBCBTE program, the department plans to offer another competency-based alternative to students not in residence. The alternative program would merge the competencies within the current outreach course structure. Previously, outreach courses were for two (2) credits. The new plan would incorporate competency modules into the courses and make the courses worth three (3) credits. The plan for this approach has been presented to the University Senate for approval, since it represents a substantial change in content and procedures.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		No information on the University Senate response was available at the time of this report. Home Economics The Home Economics Department provided documentation showing how their competencies fit the course structure. There seems to be little doubt as to the adequacy of their competencies and the conceptual framework in which they are applied. However, in the opinion of key personnel in the Home Ec. department, the PDE FBCBTE concept/program is more attuned to the T & I program than to Home Ec. requirements. One reason given is that the Home Ec. population tends to be a more "normal" undergraduate group in contrast to the T & I population which tends to be occupationally skilled but pedagogically deficient The Home Ec. approach to field-based activity involves three field experiences in addition to student teaching. One of these experiences is home management, house or other household situations. The other two are pre-professional work and living experiences away from the University and the student's home. The Home Ec. approach to criteria No. 5 involves the use of a self-pacing process that allows for open exit. This process is under development. Faculty members are begin asked to provide write-ups on how they would implement a time-free program.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		That is, identify points at which students could exit. This is being done in terms of courses. The undergraduate Home Economics enrollment is approximately 60 students, who are serviced by five staff members. All students are required to demonstrate the acquisition of competencies as delivered either in the field experiences mentioned above or within the context of other courses. Written evaluations from the students regarding the competencies were obtained. Comments All three units (Agricultural Education, Vocational Education, and Home Economics Education) seem quite sophisticated with regard to competency-based teacher education in their respective areas. However, the implementation of a competency-based program, within the field-based parameters as given by the PDE criteria, seems to create real problems for each of the three units. Of particular concern to both Vocational Education and Agricultural Education is the criterion (number 6) which specifies the field resource person/student ratio (1/15-20). It is contended that this ratio is arbitrary and does not take into account potentially relevant variables such as geographical distances and population density. With regard to Vocational Education, the central region for which PSU is responsible contains over 50% of the land mass in the state and a much smaller percentage of the population.

INSTITUTION: Pennsylvania State Univeristy

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		The demands on the staff, under such circumstances, makes adherence to criterion guidelines a physically difficult (if not impossible) task. Under these conditions, and with current staff funding for the FBCBTE program, criterion 8 (i.e., 60 students in the FBCBTE) seem unrealistic. If PSU is allowed (by the University Senate) to introduce its alternative program (i.e., competency-based outreach courses) then it seems that a mix of the two competency-based approaches could provide the necessary service to the central region. In Agricultural Education the situation may be even more acute, since this department must service the entire state. In addition, the population served may be quite different, both educationally and experientially, from that served by vocational education departments. Many "intern" teachers in Agricultural Education possess a baccalaureate degree (although not in Agricultural Education itself). Their needs would seem to be different from a group recruited from business and industry with minimal academic experiences. Therefore, if a competency-based approach is required, the Agricultural Education delivery system might function more efficiently and effectively if it incorporates competencies into its current course structure. With regard to Home Economics, the nature of its student population suggests that some of the current PDE criteria are not appropriate. That is, a totally field-based

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INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		competency program does not seem viable for a department whose clients are a more "normal" undergraduate group primarily based on campus. In particular, Criteria No's. 4, 5, and 6 may have to be interpreted in light of the primary training environment (on campus) of this group. This does not preclude the implementation of a selective FBCBTE program.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-8

ACTIVITY: Tuition Differential

FUNDING: $51,400

PERCENTAGE OF FULL FUNDING: 76%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	Agricultural Education The Ag. Ed. department identified 17 courses (including one Voc. Ed. course) as appropriate to successful agriculture teacher preparation. These courses qualify for tuition differential. Vocational Industrial Education Eleven courses were identified as eligible for tuition differential. Cooperative Education courses were not included in their consideration. Home Economics Inasmuch as the Home Ec. program does not deal with vocational intern candidates, the proposal indicates that the tuition differential component does not apply to this department.	The issue of tuition reduction presented an institutional, administrative problem at PSU. The problem did not concern the University's willingness to provide for the reduction but rather with the processes and procedures involved (i.e., those which satisfied PDE's requirements). Therefore, during the 1978-79 academic year, qualified students received tuition reductions in accordance with University guidelines rather than PDE guidelines. The exact number of semester hours of credit involved this year were not available. However, Center personnel estimated that the 1978-79 tuition reduction figures were slightly in excess of 1977-78 figures (prior to Center funding) which involved 893 semester hours of credit earning $22,325 worth of tuition reduction. Of greatest importance is the report from the Center that agreements have been reached with the University administration so that the Tuition Differential component can be implemented as of September 1, 1979 in accordance with PDE guidelines.

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INSTITUTION: Pennsylvania State University

PAGE NO. PS-9

ACTIVITY: Purchase of VTR Equipment

FUNDING: $9,474

PERCENTAGE OF FULL FUNDING: N.A.

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Purchase and deploy VTR equipment.	Purchased and deployed VTR equipment.	PSU reports that as of June 1979 the VTR equipment has been purchased and deployed. The amount expended was in excess of the $8,494 allocated, with the excess paid from University funds.

OUTCOMES OF FIELD DATA COLLECTION ON THE CENTERS' USE OF ADVISORY COMMITTEES

At the request of the PDE staff, AEL undertook to sample the responses of members of the Advisory Committees of the Centers to a series of questions related to the objectives of this component of Center findings.

Five members of the Advisory Committees of each of the three Centers funded for this component (Pittsburgh, Indiana, and Temple) were selected at random from the total list of members, and were contacted by telephone. They were asked nine questions (which appear below) calling for yes or no answers as to whether activities and procedures related to the goals of the Centers were carried out. This was Part I of the survey; a tabulation of the responses and a summary of the results follows.

Part I

As a member of the advisory committee, were you...

1. called upon to help identify and/or recruit potential vocational-technical teachers from business and industry?

Pitt	3 Yes	2 No
Indiana	4 Yes	1 No
Temple	1 Yes	4 No*

2. called upon to identify hard to fill teaching positions?

Pitt	4 Yes		1 Did not respond**
Indiana	4 Yes	1 No	
Temple	2 Yes	3 No*	

3. called upon to complete written evaluation of committee effectiveness?

Pitt	3 Yes	1 No	1 Did not respond**
Indiana	4 Yes	1 No	
Temple	5 Yes		

*Those responses from Temple were the result of the placing of individuals on PAT teams which did not relate to the activity in question.

**Lack of response indicates that either the individual was not involved in that activity, felt that s(he) could not respond because of lack of attendance, or simply had no reaction to the item.

4. aware of program changes that resulted from advisory committee recommendations?

Pitt	4 Yes		1 Did not respond**
Indiana	4 Yes	1 No	
Temple	2 Yes	2 No	1 Did not respond**

5. given a directory of committee members?

Pitt	4 Yes	1 No
Indiana	5 Yes	
Temple	5 Yes	

6. given guidelines for operation of the committee?

Pitt	5 Yes
Indiana	5 Yes
Temple	5 Yes

7. furnished with meeting agenda?

Pitt	5 Yes
Indiana	5 Yes
Temple	5 Yes

8. furnished with meeting minutes?

Pitt	5 Yes
Indiana	5 Yes
Temple	5 Yes

9. involved in unofficial communications between the Center and yourself as a committee member, other than at official meetings?

Pitt	3 Yes	2 No
Indiana	5 Yes	
Temple	5 Yes	

Out of 135 possible responses, 131 were received. Of the 131 responses to the nine questions, 112 (85.5%) were positive. If those responses from Temple caused by different PAT assignments are deleted, the positive response rate becomes 90.3 percent.

Part II of the survey consisted of six items dealing with characteristics of the advisory committee operation. These were read slowly and carefully to the respondents, with repetition as necessary. There were asked to rate each characteristic on a scale of one to five, with one being unsatisfactory and

five being ideal. Tablulations of responses to these six items and a summary of the results follows.

Part II

Rate each of the following as you feel about it, on a scale of 1 to 5. A score of 5 represents an ideal situation.

						Mean Rating	
1. Frequency of Advisory Committee meetings							
Pitt	(5)	(4)	(4)	(5)	(4)	4.4	
Indiana	(5)	(4)	(5)	(4)	(5)	4.6	
Temple	(3)	(4)	(4)	(2)	(4)	3.4	
2. Frequency of Advisory Subcommittee meetings							
Pitt	(5)	(x)	(3)	(x)	(x)	4.0	(2 raters)
Indiana	(5)	(3)	(5)	(3)	(5)	4.2	
Temple	(5)	(3)	(2)	(1)	(5)	3.2	
3. Timely distribution of meeting agendas							
Pitt	(5)	(5)	(4)	(5)	(4)	4.6	
Indiana	(5)	(4)	(5)	(5)	(5)	4.8	
Temple	(4)	(4)	(4)	(5)	(3)	4.0	
4. Timely distribution of meeting minutes							
Pitt	(5)	(4)	(5)	(5)	(5)	4.8	
Indiana	(5)	(4)	(5)	(5)	(5)	4.8	
Temple	(4)	(4)	(4)	(5)	(5)	4.4	
5. Influence of the indidivual within the advisory committee.							
Pitt	(5)	(4)	(4)	(5)	(x)	4.5	(4 raters)
Indiana	(4)	(4)	(5)	(4)	(5)	4.4	
Temple	(4)	(x)	(3)	(2)	(5)	3.5	(4 raters)
6. Influence of the advisory committee within the Center.							
Pitt	(5)	(x)	(4)	(3)	(x)	4.0	(3 raters)
Indiana	(5)	(3)	(4)	(4)	(5)	4.2	
Temple	(4)	(4)	(3)	(2)	(5)	3.6	

Overall Ratings:

	Mean	
Pitt	4.46	5 13; 4 9; 3 2; 2 0; 1 0
Indiana	4.50	5 18; 4 9; 3 3; 2 0; 1 0
Temple	3.68	5 7; 4 12; 3 5; 2 4; 1 1
All three Centers	4.25	5 38; 4 30; 3 10; 2 4; 1 1

Out of 90 possible responses, 83 responded. Of the 83 responses 68 (81.9%) were either four or five.

The results of both parts of the sample indicate a high degree of satisfaction on the part of the participants of the Advisory Committees of all three Centers examined.